



HOME LEARNING POLICY

DATE OF LAST REVIEW :

November 2020

REVIEWED BY :

Governing Body / Executive Head
Teacher

DATE OF NEXT REVIEW :

November 2022

HOME LEARNING POLICY

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Research

Current research shows that practising basic skills, such as reading, spellings, number facts, regularly at home supports children to become more confident in school. Home learning is more effective when parents and children read to each other and talk about what they are reading. There is little evidence to show that worksheets completed at home improve learning and in some cases they can have a negative effect in terms of putting children off learning.

From Education Endowment Foundation (EEF) Research:

1. Overall, homework in primary schools does not appear to lead to large increases in learning.
2. Effective homework is associated with greater parental involvement and support.
3. The broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.

Aims

Therefore, our aims for home learning are:

- to promote the partnership between home and school with parents and children reading and talking together;
- to encourage resilience, responsibility and to help children develop the skills of an independent learner;
- to provide an opportunity for children to challenge themselves, develop a positive mind-set and be proud of their successes.

Recommended Time for Home-learning

Year Group	Time Allocation	Activities
Year 1	15 minutes per day	Reading and being read to Phonics Number work, money & time
Year 2	15 minutes per day	Reading and being read to Phonics Grammar Number work Occasional topic work with choices
Years 3 & 4	20 minutes per day	Reading and being read to Phonics/Spelling Maths (including times tables practice) Occasional topic work with choices Optional handwriting practice

Years 5 & 6	30 minutes per day	Reading and being read to Spelling Maths (including times tables practice) Topic work with choices Optional handwriting practice
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Home learning should not be a stressful experience between parent and child. This leads to poor learning and defeats the whole purpose. It should not prevent children from taking part in a wide range of out of school clubs and organisations or spending time with their family and friends.

Phonics/Spelling: This will emphasise work on spellings/vocabulary to support or reinforce classwork.

Reading: Children should read, with a parent / guardian on a regular basis, ideally this will be daily. In the Junior school children need to persevere in reading longer texts as their reading skills develop. In addition, the more parents read and discuss books with their children, the larger their vocabulary will grow and their understanding of the text they are reading.

Maths: This will involve learning tables, number bonds, or other mental maths tasks. Some of the maths homework may be given online using the MyMaths website. Children can share their current learning with their parents by working through the lesson before attempting the home learning task.

Project: In addition to practising basic skills, children may be given a choice of tasks related to their topic work in class. To develop their growth mind-set and encourage independence, the children will have a choice of tasks with different difficulty.

e.g.

<i>A</i>	<i>Mild</i>	<i>Hot</i>
<i>B</i>	<i>Medium</i>	<i>Hotter</i>
<i>C</i>	<i>Hot</i>	<i>Hottest</i>

Pupils with Special Needs

Children who have special educational needs will have home-learning appropriate to them. Individual targets are shared with parents/carers and these will be used as a guide to set appropriate home-learning and inform parents/carers of areas that need most practice

The Role of Parents/Carers

Parents/carers play a vital role in their child's education and home-learning is an important part of this process. We ask parents to encourage their child to complete tasks set and invite them to help their children where necessary.

Parents/carers can:

- Provide a relaxed, quiet area for home-learning tasks;
- Give time to their child and help them where necessary. Talk to them about the task but do not do the task for them;
- Reading to your child is invaluable and you should continue to do this throughout their primary school career;
- Children can be encouraged to use ICT to help complete home-learning tasks e.g. digital camera, internet, word processor, and so on;
- If a child is unable to complete a home-learning task for a good reason let the class teacher know;
- Giving your child additional work may be counterproductive as it will affect their enthusiasm for school, so always seek advice from the class teacher.

Monitoring

The Senior Leadership Team are responsible for monitoring the home learning policy. The policy will be reviewed at least every three years.